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A GUIDE TO

# Track and Field Work Contests and Kindred Activities

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A Supplement to the Handbooks of Lessons  
In Physical Training and Games  
for the  
Philadelphia Public Schools

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MARTIN G. BRUMBAUGH, PH.D., LL.D.  
*Superintendent of Public Schools*

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Printed by pupils at the  
Philadelphia Trades School



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by

WILLIAM A. STECHER

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## PREFACE.

School gymnastics in most cities means a selection of arm, leg and trunk movements performed between the school desks in the classroom. Being limited to ten or fifteen minutes a day, and performed often in crowded and overheated rooms, it would be rash to declare that these exercises have an appreciable good effect upon the health of the pupils.

Later, in some cities, the gymnastic exercises were performed in well-lighted and aired corridors and also in adequate basements. Exercises with hand apparatus, like wands and dumbbells, were added. Dancing steps, also, were introduced. It then became possible to speak of school gymnastics that favorably influenced the health of the pupils.

The greatest step forward in school gymnastics was made, however, when the schoolyards were utilized for physical training purposes. The opportunity to exercise in the open air naturally brought with it an extension of the gymnastic work. All kinds of vigorous games that could be played in schoolyards were soon a part of the prescribed lesson. Then came the various forms of track and field activities, like running, jumping, throwing, etc. Following this schoolyards were equipped with the simplest forms of gymnastic apparatus. With the adoption of such forms of bodily activity one could say that gymnastics had been introduced into the schools.

No sooner had the regular class teachers seen the beneficial effects of these different forms of gymnastics upon the mind, as well as upon the physique of their pupils, than they began to ask for adequate textbooks to guide them.

While there are several books on training and on the technique of track and field work there seemed to be a place for a booklet that took up the question of training for increased efficiency, and that treated this training from the standpoint of the average classroom teacher. Drs. D. M. Ferd Krogh and George B. Mullison, as well as other assistants to the director of physical education in the public schools of Philadelphia, undertook to write and compile a booklet of this kind. Their training and years of practical experience qualified them to act as sane and safe counselors. The results of their labors are embodied in this pamphlet, which should be helpful to all teachers.

WILLIAM A. STECHER,  
Director of Physical Education.





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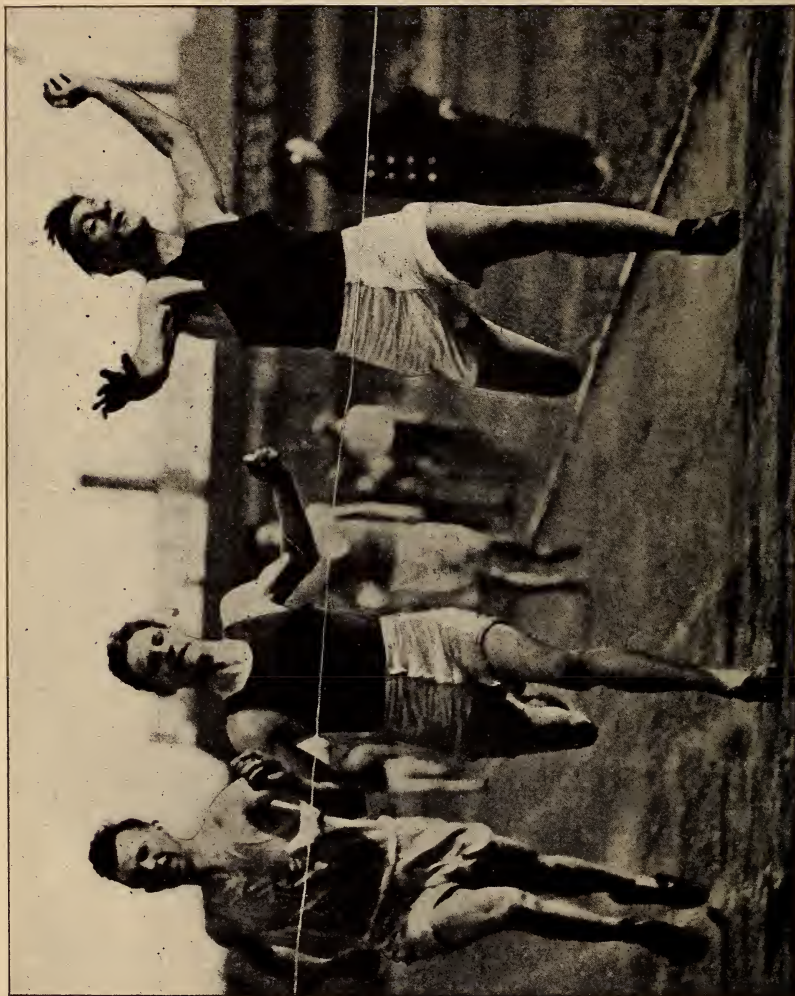
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At the finish. Note the splendid position of the center man, the winner. The man at the right is losing time by jumping upward, while the man at the left is "all in," as shown by his facial expression.

## PART I. INTRODUCTORY REMARKS.

---

With the specialization of labor and the lack of that natural outdoor physical labor of our pioneer forefathers, there is apparently a great diminution of physical training opportunities in our modern civilization. These must be artificially supplied, especially in our congested communities, to develop the physical side of the child if we are to maintain and strive for the higher efficiency of the race.

Track and field work and games, in a great measure, tend to overcome the lack of natural physical work, but, unfortunately, they have been branded with the effect of the age-commercialism, and thereby have lost much of their value. Sooner or later a radical change must come, and it is with a view of getting the most out of games, apparatus work, track and field work and other forms of exercises; that the following suggestions, rules, etc., have been compiled for pupils of the elementary schools.

The object is to open up more avenues for thought, observation and consideration; to present some of the fundamental and underlying principles of athletic competition, and to give a reference handbook especially adapted to the grammar schools, which will unify the systems of competition and pave the way for a general movement in athletic reform.

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### Physical Activities.

**Divisions of Physical Activities.**—All track and field work, games and other forms of physical exercises may be divided broadly into **non-competitive** and **competitive**, and the latter may be sub-divided into individual and team competition. These two groups differ greatly in the effect on the individual taking part, both in the amount of nervous energy expended and in the psychological and moral effect of awarding prizes.



**Effects.**—Competitive events, properly arranged, produce some or all of the following beneficial results: They supply that exercise of body and mind which is so lacking to city dwellers, strengthening the system, developing muscular co-ordination and increasing the motor-nerve cells and motor pathways; they teach one of the best lessons of moral training, the control of one's self under excitement and the sacrifice of one's self and one's own pleasure for the good of the team and of the institution; they counteract many of the evils of dress, of eating and of noxious habits; they help to unify and develop a better feeling in a school and later in a school system; pedagogically, they create and act as a stimulus to better mental work, and often may be used as a disciplinary measure.

**Consider Each Effect.**—Each of these effects should be considered in sanctioning the entrance of any student in an athletic event, and it is recommended when deciding this question that the following questions be answered: Will the competition benefit this student? How? Will it benefit the student body? What would be the result if he were prevented from competing? Only by carefully considering such questions can the best results be obtained, and it is to be noted here that no school should allow any of its athletes or teams to be entrants in a poorly organized or loosely conducted meet, as competition held under such conditions frequently has a demoralizing effect upon the mental and moral development of the child. The child always should be first and foremost in our thoughts, for our object is to train up better men and women who shall be of greater use to the community. Our object, most emphatically, should not be the development of performers for the amusement of the public.

## Qualifications of Competitors.

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**When and How a Child May Compete.**—One of the most difficult questions to decide is at what age and in which events the child should compete. It is unfortunately impossible to make any general statement, for each pupil is a law unto himself, and what might injure one will benefit another. It must be remembered that relatively more nourishment and rest is needed for the child than for the adult, for the child must supply nourishment and rest for growth as well as for the materials expended. Again at different periods in different children's lives development is more active and growth more rapid. At this particular period of the child's life nearly all competitive events are injurious. Even until complete maturity, events with a compelling stimulus to excessive nervous and physical strain are often harmful; and it is this compelling force to over-exertion that plays so important a part in competition.\*

The age, the strength, the rapidity of growth and the extent and duration of nervous and physical exertion of each competition are the main factors in deciding whether or not a child should compete in any event.

**Non-Competitive Events Never Harmful.**—Non-competitive events and events where the individual nervous strain is reduced to a minimum never harm the child, but rather stimulate development unless there is some organic trouble (lesion). Even when there is an organic lesion or an hereditary tendency (diathesis), careful and well-regulated outdoor exercises will more often benefit than harm the child.

\* In the female sex, during the period of puberty, from two to six months or more, and subsequently at frequent intervals of a few days, physical exertion, as well as severe mental activities, should be decreased to a minimum, if not entirely dispensed with.

**Group Competition Preferable.**—Team competition is more beneficial to the child than individual competition, and, besides this, a greater percentage of the children of the school are deriving benefit from the exercise. Group competition—i. e., competition in a number of events that are grouped is better than competition in only one event. This results in symmetrical and general development which is superior to excessive development along single lines. It is far better for the total number of pupils in a school to run, jump, throw and swim fairly well and lose all competitive events than to have a few pupils exceptionally proficient in each kind of exercise who break records and win championships. A school's boast should be: "We have the best average in all events, taken from the record of one hundred per cent. of our pupils."

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### **An Excellent Method of Competition.**

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**Entire Class Competition.**—An excellent method to secure this end is to take the average record of about ninety per cent. of the number of boys and girls in a class in each event which is capable of being measured by either time, distance or height. This record represents the physical efficiency of ninety per cent. of the pupils. To secure a result representative of all events we must reduce the record. Furthermore, higher grades could readily be must be a point basis, though this is only of advantage in determining the physical superiority of one section over another, one class over another or one school over another.

There would soon be an average record established for a class, and following classes would try to emulate this record to some common basis of scoring which necessarily handicapped, which would give lower grades an equal chance, and a small school could compete equally with a large one.



**Advantages of This.**—The advantages of this system are numerous, but a few may be mentioned: (1) It makes one hundred per cent. of the pupils derive benefit from the competition; (2) each student is a point-winner, and so is stimulated to do more work and increase his earning capacity for the class, even though there are ten who can beat him; (3) it is absolutely fair, and the lowest and the highest classes have equal chances; (4) it will increase the general standard; (5) it will stimulate all-around symmetrical development, and (6) it will cause those to take an active part in track and field work who, under the present system, do nothing in athletics. These are the ones who need it most.

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**Registration and Entries.**

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**Cards of Consent of Parents.**—It is suggested that after one has decided the value of a student's entrance in any event a certificate with the approval of the parent and verification by a physician be secured by some such card as the accompanying.\*

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**Card Adapted for All Competitive Events.**

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**PHILADELPHIA PUBLIC SCHOOLS.**

**Registration Card For Athletics and Games.**

Philadelphia.....19...

Month    Day    Year

Birth..... Name of pupil.....

Grade..... Residence.....

This is to certify that my son (cross out one) or daughter has my permission to take part in the following competitive athletic events. Write yes or no after each.

\* These cards may be obtained from the Department of Physical Education.

Running ..... Jumping ..... Baseball .....  
 Soccer ..... Basketball ..... Goal ball .....  
 Captain ball..... School-yard baseball (for girls).....

With the provision that all these are run under the special rules arranged for grammar schools.

Signed.....

Parent or Guardian.

# **Reverse Side of Above Card, with Section for Office Record and Filing.**

## **Office Record.**

Number..... Date.....

Name..... Sex..... Age.....

Grade..... School.....

Events prohibited.....

Remarks .....

Competed .....

## **To be Verified and Signed by Physician.**

Age (in years)..... Weight..... Height.....

Color of hair..... School.

I have examined.....and find  
 him or her physically qualified to participate in the competitive exercises indicated on the other side of this card.

If negative, please give short diagnosis.....

.....

Date..... M. D.

Address.....

It is also suggested as a guide that you do not ask your pupils to train for events that you would not wish to enter yourself, or that you would not wish your own son or daughter to enter.

**Physical Efficiency a Standard of Advancement.**—It would, perhaps, be premature to recommend that bodily proficiency be a basis of advancement. If this idea should ever be put into practice it will make parents realize the

necessity of having their children live more of an outdoor life. It is a certainty that such would increase the immunity, the vitality and the capability of the present and of future generations.

**Entries.**—It is the custom for those participating in athletics to register in some way, which is really a record of their athletic standing and of other personal data, such as age, etc. In schools, if registration be necessary, it should consist of parents' and principal's consent, and of a physician's certificate of physical fitness as suggested by the card shown above. These cards, for interschool meets, should be filed and kept in one place, and when the pupil has passed into a higher school they could be refiled and kept for reference. Frequently such cards, with a record of the events contested in, will be of future use, though it would almost necessitate a special department to handle such registration forms. If this cannot be done it would be entirely possible for each school to keep such a record, which will necessitate only an extra filing drawer and a little time.

Entries are generally considered to mean the names of the pupils and the events in which they will compete, filled in on a special form—the entry blank. In interclass competition—i. e., of the same school, one entry blank is sufficient for each class, and in interschool competition one blank for each school. These blanks are sent to the management at a stated time previous to the day of the meet, so as to allow time to arrange the various events, to print programs, etc. No pupil should be allowed to compete whose name does not appear on the entry blank, and officials should adhere strictly to the original entry blanks and to the program. An entry blank cannot be altered on the day of the meet and should not be accepted if received later than the date specified in the previous circulars. The entry blank should be a brief, comprehensive, tabulated form. The following is a good example of such a blank:

**Sample Entry Blank.**—The following twelve (12) competitive events, eight (8) for boys and four (4) for girls,

will be held. Each school may enter three contestants, numbers 1, 2 and 3, except in the relay and goal throwing for girls. Relay teams are to consist of eight contestants and two substitutes.

Event.	Junior Boys.	Senior Boys.	Girls.
	60 yds.	100 yds.	50yds.
Dash.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
Standing	1.	1.	1.
Broad	2.	2.	2.
Jump.	3.	3.	3.
			Goal Throwing.
Running	1.	1.	1.
Broad	2.	2.	2.
Jump.	3.	3.	3.
			4.
			5.
Relay,	1.	1.	1.
One	2.	2.	2.
Mile.	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	Substitutes.		
	1.	1.	1.
	2.	2.	2.

In the goal-throwing contest each member of a team will have three throws at a basket 10 feet from the ground, at a distance of 15 feet.

**Training.**—Training comprises all the measures that will enable the body to perform the best work with the least inconvenience to itself. The best single exercise to train one's body for any event is that same exercise for which one wishes to train; also all other exercises tending to produce a symmetrical and harmonious systemic development. These exercises should not be taken too vigorously every day, and if training be protracted over a long period of time, a few days or a week of relaxation and rest during the training period will often prove beneficial. It is well to keep in mind the fact that more than ordinary endurance is necessary to compensate for the increased expenditure of muscular and nerve force under keen competition.\*

Just as important as is the regulation of environment, of home life, of personal hygiene and of the dietary. Rules are legion which have been laid down concerning these points, but the best is said when we advise a natural, hygienic and worriless life. Rules for securing this may vary widely in individual cases.

It is unnecessary to dwell on these factors in detail, but a few suggestion may prove of assistance.\*

1. A state of mental equilibrium, happiness and pleasant surroundings are conducive to better work.

2. Proper clothing, cleanliness and sleep (nine hours) are advisable. A daily warm sponge-bath at night and a cool sponge in the morning, with plain water, will be beneficial.

3. Regularity of eating, sleeping, exercising, etc., should be practiced.

4. A wholesome and well-cooked diet, made up chiefly of that to which the individual has been accustomed, will give the best results.

\* During our life we all should so live that we are always in the best condition to perform work—*i. e.*, we should be in training every day of our life.

\* For further particulars in reference to cleanliness, dress, sleep, foods, clothing, etc., any standard text-book on personal hygiene may be consulted.

5. The use of stimulating and irritating drinks, such as coffee, tea, etc., should be reduced to a minimum, if not entirely discontinued.
  6. Excessive indulgence in rich foods, pastry and fried food stuffs should be reduced.
  7. Noxious habits should be discontinued.
  8. Proper ventilation of rooms and sleeping apartments are essential to physical well-being.
  9. Proper care of the teeth is important.
  10. The function of the bowels, kidneys and skin should be kept active.
- 

## PART II. MANAGEMENT OF CONTESTS.

---

1. **Success Depends on Officials.**—The success of any event, athletic or otherwise, depends largely upon the competency of its officials. Each official should know his respective duties with their limitations, and the relationship of his position to that of each of his brother officials, and all officials should be cognizant of the rules relative to a well-organized meet.

Before the meet the management makes all arrangements, supplies numbers for contestants, finish tape, measuring tapes, rakes and shovels (if necessary) and blanks for the score keeper. All officials should receive copies of every notice that has been sent out, with any other necessary information, special rules, etc.

During the progress of the meet the management supplies any necessary information to the referee at his request, but no changes may be made except through the referee.

**Selecting Officials.**—Officials should, as a rule, be disinterested parties, and if interested in any contestants should not watch competitors or enter any protests while acting in an official capacity; they should not become angered, and remember that a civil question demands always a civil answer; they should make any necessary explanations of rules (this is not to be interpreted as necessi-



tating arguments with contestants) ; they should attend to their respective duties and not watch the progress of the meet, and they should be on hand at least fifteen minutes before the time scheduled for the first event and report to the referee.

**Officials Needed.**—A regularly and properly conducted meet should have a referee, track judges, field judges, a clerk of the course, a starter, timers, a measurer, a scorer, an announcer, track inspectors, a field marshall, messengers, a field surgeon and an official reporter.

**2. Duties—(a) Referee.**—(1) The referee controls the entire meet during its progress. He shall receive the necessary local rules from the management, and during the meet ought to have the original entries in his possession. He shall make the final decision in all matters, where it does not conflict with the rules ; he shall make all disqualifications upon recommendations of the officials, except in the cases of stealing and false starting (see Section E, paragraph 3) ; he shall regulate or change the order of events ; he shall decide, in the case of fouls or ties, whether it is necessary to hold another competition among those who are entitled to it ; he shall check the names of officials present ; he shall fill vacancies and assign duties, appoint other officials when necessary ; he shall receive all protests from contestants or captain of team only, deciding on the field if possible, and, if unable to decide at once, to furnish the management as soon as possible with all details of the protest, together with his views on the matter.

(2) If a heat or semi-final of a race results in a tie, both contestants shall be permitted to compete in the final or semi-final. If the tie takes place in a final, both contestants must run another race at a time and place specified by the referee, and if this takes place in field events, the contestants shall compete with each other for the place.

(3) In a foul he shall, if it is of importance in awarding a place or the meet, hold another race between those who are entitled to it.

(b) **Track Judges.**—(1) The track judges shall be sufficient in number to have each one select one of those winning a place. As first, second and third place are usually taken, it usually necessitates three judges, with one extra to select the fourth man in case one of the competitors is disqualified.

(2) The judge whose name is first on the program is the judge-in-charge, and usually takes first place, while the others take second, third, etc., in their respective order. In case of a substitute judge, it is customary for him to take last man and "the others move up."

(3) At the beginning of each race the judge-in-charge shall call the judges and timers to the finish line, and then notify the starter that all is ready by some prearranged signal, preferably the blowing of a whistle, which he himself shall supply. (It might simplify matters to have the starter to blow one blast and the judge answer with one if all is ready and two if there is to be any protracted delay.)

(4) At the close of each race the judges shall report to the judge-in-charge the name of the contestant each has picked, which the judge-in-charge shall note with the time as agreed upon by the timers, at the left-hand pole (inside of track) of the finish, all of which shall be furnished to the official scorer. The decision of judges is final, except in case of disqualifications, which must be ratified by the referee.

The finish tape should be of some soft, easily breakable material furnished by the management.

(c) **Field Judges.**—(1) The field judges should have the management of the field events, etc. There should be three judges for an event, and where more than one field event is in progress at the same time, an extra group of officials should be provided. (This happens when there are many contestants, or when, as in pole vaulting, each contestant consumes a great deal of time.)

(2) They shall decide the validity of each performance of a contestant, decide fouls and keep tally and a record of the event. Where measuring is necessary one of the



judges shall verify the reading of the measurer, and in all cases mark or designate the point to be measured.

(3) In case of any disagreement a majority shall rule, and this decision shall be final. On the program they shall be grouped in threes, and the first of each three shall be the judge-in-charge of the event assigned by the referee.

(4) The judge-in-charge shall notify the clerk of the course to call his event, as per schedule of the referee or of the program; he shall recommend any disqualifications which must receive the sanction of the referee; he shall furnish the official scorer with the result of the event, and report its completion to the referee. He may give contestants, who have failed to answer the call, an opportunity to compete, only when they have been competing in another event, or by reason of something over which they had no control.

**(d) Clerk of the Course.**—(1) The clerk of the course and his assistants shall be furnished, as long before the meet as possible, with a list of events, the order and time of starting, and a complete list of entries. (Usually a program a day or two in advance of the meet is sufficient.) If there is no time scheduled for events, the time shall be designated by the referee, through the judges-in-charge.

(2) He shall call names, give out numbers, check absentees and place the contestants in their proper order, as rated on the program. Where it is possible to run two heats in one (due to absentees), he shall so arrange matters selecting the men of the first heat alternately with those of the second. He shall only allow a contestant who has failed to appear to enter any heat or semi-final when said contestant has been detained by competition in another event. He shall not allow any contestant to compete in the final who has not competed in the semi-final.

(3) In case of handicaps, if any contestant attempts to steal before all have been placed, he shall notify the starter, and said competitor shall be penalized by the starter in the same manner as in false starts. (Section E, paragraph 3.) In handicap field events contestants shall compete in the

order of their handicap, the one with the least handicap competing last. (In scratch events the order on the program is adhered to.)

(4) He shall assign duties to his assistants.

**(e) Starter.**—(1) The starter shall start all races after the competitors have been placed in their respective places by the clerk of the course. He should make some premonitory remarks before discharging the pistol. He should inform the competitors of the formula for starting, and state to them the penalty for trying to steal or for false starting. If he notices a steal as he discharges the pistol he shall recall the contestants by a second shot and penalize the offender as stated in paragraph 3 of this section.

(2) Previous to the start he shall signal the judges-in-charge, and shall wait for their return signal. It is unwise to hold contestants too long a time in the positions of starting, as it increases the nervous tension and strain of competition.

(3) He shall penalize any competitor for the first and second false start, and disqualify him from that event for the third. Penalties shall be as follows:

Races of less than 100 yards.— $1\frac{1}{2}$  feet for first and  $1\frac{1}{2}$  feet for second offense.

Races of 100 yards and less than 220 yards.—1 yard for first and 1 yard for second.

Races of 220 yards and less than 440 yards.—2 yards for first and 2 yards for second.

Races of 440 yards and less than 880 yards.—3 yards for first and 3 yards for second.

Races of 880 yards and less than 1 mile.—4 yards for first and 4 yards for second.

Races of 1 mile and less than 2 miles.—5 yards for first and 5 yards for second.

And for each additional mile, 5 yards is to be added.

(4) He shall notify the judge-in-charge of any disqualifications immediately at the close of the race.

(f) **Timers.**—(1) There shall be three timers to an event, each one independently timing the race from the flash of the gun to the breaking of the tape. The timer whose name first appears on the program shall be timer-in-charge, and shall upon demand report the previously agreed time to the judge-in-charge.

(2) Two watches set alike shall be regarded as official time; when all three differ, the mean time of all three shall be taken to the nearest fifth. If one watch is not started, and there be a difference between the other two, the slower time shall be official.

(3) It is customary for timers to supply their own watches, which should be run together for 15 or 20 minutes before any race, to check any error.

(g) **Measurers.**—Measurers shall be assigned by the referee to each field event where needed, and shall measure the distance or height as indicated by the judges. There should be at least two measurers, and the reading should be verified by one of the judges. Tapes should be furnished by the management.

(h) **Official Scorer.**—(1) The official score-keeper, with assistants if necessary, shall keep an accurate account of contestants, absentees, disqualifications and results of all events. The results are verified by the referee before becoming official, and one copy of results must be given to the referee at the close of the meet for the management.

(2) He shall be supplied with lists in the same manner as the clerk of the course (Section D, paragraph 1), and if this is not done until the meet he should be supplied with blanks necessary to discharge his duties. This work is only for the use of the referee.

(i) **Announcer.**—The announcer, possibly with assistants on larger occasions, should provide himself with a megaphone and announce the result of each race or event as soon after its completion as possible. At his discretion, he may also call attention to interesting points referable to records broken, reputation of special contestants or win-

ners, progress of certain events and other features. He should in all cases announce results as obtained only after their ratification by the referee.

(j) **Inspectors.**—The inspectors, at least one for each turn of the track, should report at once to the referee, with full particulars, any foul or infringement of rules with the exception of attempts to steal in handicap races, which shall be reported to the clerk of the course.

(k) **Field Marshal.**—The marshal shall plan with the referee the means for handling spectators and contestants; and with his assistants and the aid of the police shall keep the courses free. Trainers should not be allowed inside the course, as it obstructs the view and hinders the work of the officials. Contestants especially should be prevented from coaching their own men, and infractions should be reported to the referee, who should deal with them according to the rules.

(l) **Messengers.**—The messengers may be students, two or three according to the magnitude of the meet, wearing some easily recognizable insignia. Their duties consist of carrying messages to or from any official, team or contestant. They should understand the general management of meets. One should be assigned to the referee; one to the clerk of the course, and, if necessary, one each to the field and track judges.

(m) **Field Surgeon.**—(1) It is advisable to have a physician on the field in case of emergencies, and his name should be mailed to all contestants previous to the meet, with the information that in case of accident they should ask for Doctor —.

(2) For managements which are regularly holding meets it is suggested that an emergency outfit be supplied for the surgeon's use. The following list is suggested:

Sterile bandages, gauze and cotton; ligatures, needle and needle-holder; scalpel; hypodermic syringe with tablets of strychnine, digitalin and atropine or equivalents. Solution

of bichloride of mercury and bichloride tablets, normal salt solution and a pint of sterile water; aromatic spirits of ammonia, alcohol, tincture of iodine, flexible collodion; camel's-hair brush, stethoscope; scissors, adhesive plaster; pure carbolic acid, drinking glass and couple of boards for splints.

(n) **Official Reporter.**—The official reporter shall write an account of the meet, obtained from the scorer, and furnish same to any local reporters present. If no local reporters are present, he shall send the report to the leading paper for publication at once.

By following these rules and suggestions every official knows his duty, knows the scope of each event and knows with whom he is to work. This, necessarily, will greatly facilitate the running off of the events.

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### PART III. TRACK AND FIELD EVENTS.

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**Running.**—Running may be practiced simply as an exercise for health and to increase endurance, or in competition with other pupils—i. e., for racing. No pupil should enter a race of any kind without previous practice. Pupils in the grammar grades of public schools should be allowed to participate in short-distance races only—i. e., dashes or short-distance relays.

**Dashes.**—In training for a 50-, 60- or 75-yard dash, or even 100 yards, practice-running should begin some time before the contest, say at least one month. The first weeks should be devoted to running easily for 3 minutes, several times daily, gradually increasing the time to 8 minutes. This will strengthen the muscles, increase endurance and stimulate the respiratory function. After these have been secured one should practice for speed.

\* The March, 1910, issue of *Mind and Body*, a copy of which may be found in the Pedagogical Library, contains an article on "Training for Races," which embodies various points of value on this subject.



While practicing for speed, the full distance one is training for should not be covered at the beginning. While practicing for endurance a greater distance than one is training for should be run. After this the pupil is ready to practice the start, which may be taken up separately from or conjointly with the practice for speed. The start is of great importance. To obtain a good start at the proper moment is of the utmost importance.

The usual position taken at the start is that of "crouching." The front foot is placed about six inches behind the line, the rear foot placed so that when kneeling the knee is opposite the instep of the front foot. Both feet are in slight depressions in the ground made for this purpose. The hands placed on the line. At no time before the start signal must the hands or feet touch the other side of the line, doing so constitutes a balk.



Top picture: Get on your mark. Bottom picture: Get set.

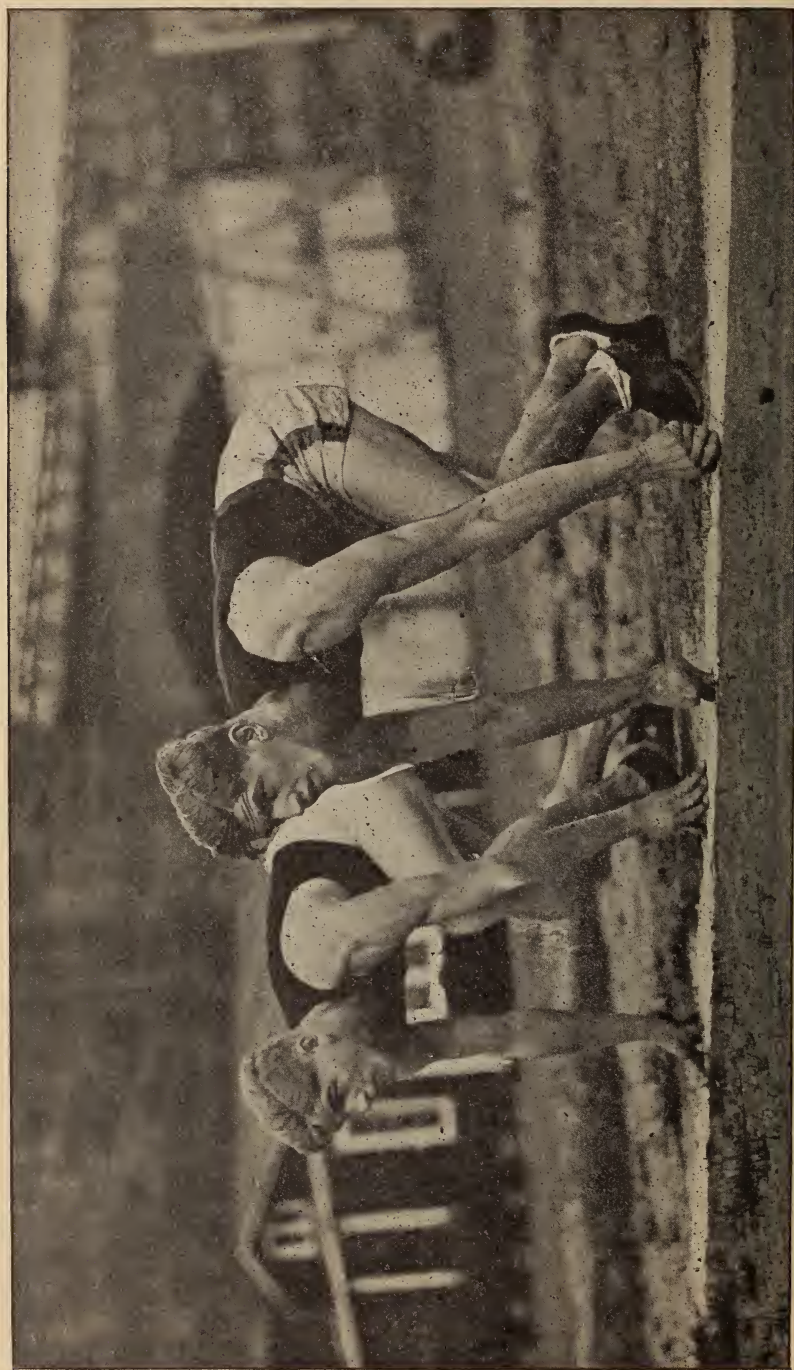
When the starter says "get on the mark" or "ready" the contestant kneels on the knee of the leg extended backward. On the command "get set" or "set" this knee is raised slightly, and the body is pushed forward slightly, the competitor being on the alert for the report of the pistol. The starter usually fires a short time after the command "get set."

While practicing the start in the schoolyard the teacher may clap hands or strike two pieces of wood together, or merely command "go," uttered sharply and quickly for a signal.

Warming up before the race is a very good practice. This is done by "jogging"—i. e., running up and down the field for a minute or two in a quiet manner, making the joints and muscles limber, and stimulating the circulation and respiration. It is also very important that deep breathing be practiced before going to the scratch-line. The lungs should first be emptied by a forcible exhalation. Then a deep breath is taken, so that all the lobes are well filled with air. This should be done about twenty times, thus purifying the blood and increasing the elasticity of the air-cells of the lungs. When the competitor "gets set" a deep breath should be taken. How long the duration of this breath should be it is difficult to say, as practice varies among athletes from the first few strides up to sixty yards. One of the best dash runners of recent years ran his 100-yard races on two breaths; the first breath took him 60 yards, the second took him the remaining 40.

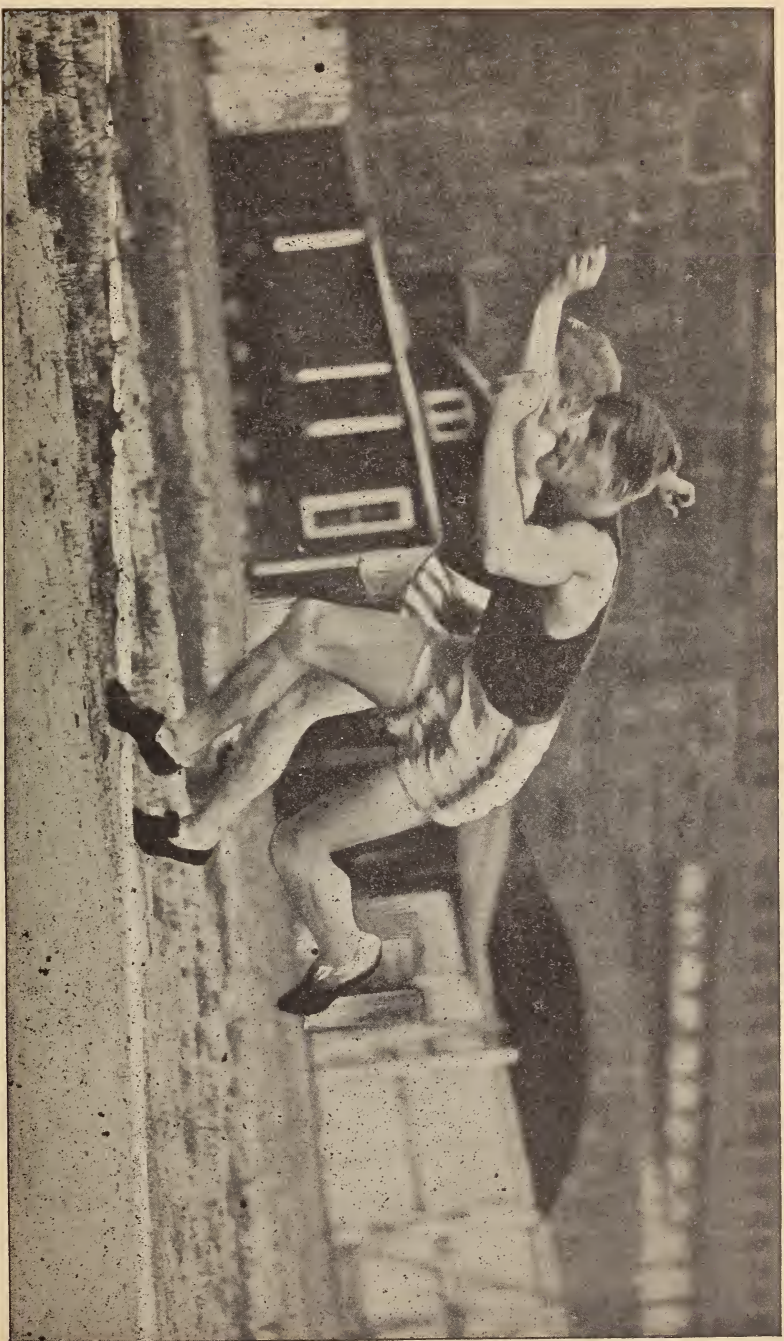
While the runner must learn not to start too soon, as he may be penalized by the starter, it is equally important that full speed be maintained beyond the finish. Slacking up or stopping short at the finish means a loss of time.

In the first part of the practice period it is well to run part of the distance only, but the full distance, and a little more should be practiced daily for two weeks before the race, except the day preceding the event. On this day one should rest.



Get set! Notice position of hands. One runner has a cork in each hand, making the muscles more tense, the other has his fingers spread apart.





Notice how much faster the one runner "gets away" when the pistol is fired, than the other. He already has his right foot forward on the ground taking his first step.

At the finish two posts must be erected opposite each other, with a piece of yarn or some other easily breakable material stretched between them. The first runner will break the string with his body as he finishes. A breaking with the hands or arms is not permitted.

It must not be forgotten to practice all-around gymnastic exercises daily while training for races or any other special event.

Judges, a starter, timers and track inspectors are needed for these races.

These directions should suffice for all short distance races, including 100 yards.

**Relays.**—There are three forms of relay-races, viz.: shuttle relay, plain or ordinary relay and pursuit relay.



Two views of giving the flag to the next runner. Note how the flag is to be held, and how the receiver should stand.

(a) **Shuttle Relay.**—This is the one best suited for public schools.

**Mile and a Three-Quarter Mile Relay.**—Two posts are placed opposite each other, at a distance of 110 yards for boys and  $82\frac{1}{2}$  yards for girls. A rope is stretched from one post to the other. Sixteen pupils form a team, half of whom are lined up behind and to left of each post, so that they stand behind each other. The first one carried a

small flag, stick or any other visible object. At the signal—pistol shot—the first one at the starting post runs along the line to the opposite post, where the first one of the other half of the team receives the flag from behind the post and runs along the line on the opposite side of the rope to give up the flag to the second pupil at the starting point. This pupil carries the flag to the second one at the opposite post, and so on until all pupils belonging to the team have run. The time is taken at the finish when the last pupil passes the starting post. Starting before receiving the flag from behind the post is a foul, and will be penalized by the judges. Teams furnish their own flags.

The officials for a shuttle relay race should be a starter, timers and one or two judges at each post.

**(b) Plain Relay.**—The track is circular or oval in shape. The distance to be covered by each competitor shall be 100 first (or first and fifth) runner is placed at the start, the second (or second and sixth) at the end of 100 yards, the third (or third and seventh) at the end of the second 100 yards, and the fourth (or fourth and eighth) at the end of the third 100 yards. The first runner runs and touches (or hands a flag to) the second runner, then the second runner touches the third and so on until the last runner has finished.

Judges, timers, a starter, a scorer and inspectors are needed for this race. The track inspectors take their positions at each 100-yard line.

**Straightaway.**—If the track is a straightaway course there should be a lane for each team, 3 to 4 feet wide and running a straightaway course. It should be marked by ropes on each side, about 18 inches to 2 feet high. The track is divided into sections of 100 yards for boys and 75 yards for girls. A team consists of four or more competitors. If a "flying start" is permitted the second, third and fourth runners are stationed 25 feet behind the 100-yard line. Within this space of 25 feet the flag must be received from the previous runner. Failure to do so constitutes a foul.

Judges, stationed at each 100-yard line, timers and a starter are necessary for the plain relay.



(c) **Pursuit.**—For the pursuit relay an oval track is required. Two teams are arranged, one on each half of the track opposite each other. Number one of each team begins at his own starting line. When the one of the opposite team has crossed the line the second runner of the team gets ready to “be touched” or receive the flag from the first runner, and so on until the fourth competitor finishes the race. The timer will take the time of the one finishing first. Should one of the runners of either team overtake and touch a runner of the other team then the race is won.

Judges for each team, a timer, a starter and a scorer are needed for the pursuit relay race.



Three views of a standing broad jump.

(B.) **Jumping**—(1) **Standing Broad Jump.**—The standing broad jump must be made by toeing the mark, then swinging the arms forward and backward while bending and straightening the knees, keeping the hands clenched. On the second, third or fourth (*ad libitum*) forward swing, a forcible pushing of the feet will carry the pupil forward quite a distance. The landing should be on both feet. The jump is measured from the mark or line to the impression made by the heel of the foot nearest the line, or, if the

competitor falls backward, the measurement takes place to the spot where any part of his person nearest the line touches the ground. The take-off must be made simultaneously with both feet. A hop or "beat" previous to the jump proper, and stepping over the mark before the jump, are fouls, and invalidate a jump.

**(2) Three Consecutive Broad Jumps.**—Three consecutive broad jumps may be practiced by boys. This is the same as the standing broad jump, but instead of one, three jumps are made in rapid succession. The rules for the three jumps are the same as for the broad jump.

**(3) Running Broad Jump.**—Speed and form are the essential things to be considered in the running broad jump. To attain the maximum speed, the distance (which should not be too great) from the starting place to the "take-off," must be measured very carefully. Each jumper must pace off his own distance; this is necessary, so that he may leave the "take-off" with the proper foot without slackening his speed.

The running broad jump may be divided into three parts, the run, the jump and the landing. Each part bears a great relation to the other.

**(a) The Run.**—Start slowly and increase the speed gradually, until the maximum speed is reached when leaving the "take-off." Jumping from the proper foot at the "take-off" should be practiced often.

**(b) The Jump.**—At the instant of the "take-off" a powerful "lift" is made, the knees are raised and the trunk inclined forward, with the arms raised forward.

**(c) The Landing.**—If the position of the body, as described above, is maintained the jumper will land without falling, either forward or backward. A perfect jump is one in which the jumper lands so that he retains his equilibrium.

Always limber or warm up before attempting to jump.

Sprints of from 50 to 75 yards will help in training for this event.

Before attempting any jumping: examine the running path approaching the "take-off"; see that it is free from stones or other such particles; see that the "take-off" is securely fastened, and that the pit is soft and free from particles of any injurious nature.

While practicing, a rope placed across the pit, at about one-third the distance of your jump from the "take-off" and from 2 to 3 feet high, will help materially in gaining the proper "lift."

A broad jump is measured from the "take-off" to the nearest break in the ground. (See Standing Broad Jump.)

Sand and sawdust make an excellent filling for the jumping pit.

Three tries shall be permitted each contestant in all forms of jumping. In jumping for distance all three jumps shall be recorded and the best one of these shall count.

**Standing High Jump from Both Feet.**—For the high jump two stands are needed with holes 1 inch apart, into which small pegs are inserted. Upon the latter a thin stick (bamboo rod) is placed, to be cleared by the jumper. Throwing the stick off three times at the same height puts the competitor out. The actual height the contestant jumped is recorded. A hop or "beat" for a start is not allowed.

**Running High Jump from One Foot or Both Feet.**—For the running high jump the same rules hold good as for the standing jump. Running under the stick or running up to within 3 feet of the apparatus constitutes a balk. Three successive balks shall constitute a try. Three tries are allowed at each height.

Form and the proper "take-off" are the essential things necessary to attain the maximum height in the running high jump. The distance from the starting place to the "take-off" need not be more than from 20 to 30 feet. The distance should be measured and the number of strides carefully determined. The running high jump may also

be divided into three parts; the run or approach, the jump and the landing.

(a) **The Run.**—The run can be made from any angle, according to the style or form of the jumper. Jumping from the proper foot is of great importance and should be practiced often.

(b) **The Jump.**—At the instant of the “take-off” a powerful spring is made, the arms are raised quickly foreupward and the legs swung upward and over the bar or rope in such a manner that when the necessary height is reached a half turn of the body is made. The jumper should be facing the bar or rope (opposite direction) when the landing is made. One should be careful to judge the height properly, so that energy is not wasted in going higher than necessary to clear the bar.

(c) **The Landing.**—The landing in this event is not nearly so important as in the running broad jump. (Falling backward does not invalidate a jump.) The arms should be held in such a position that they do not interfere with the cross bar or rope.

There are various forms of high jumping. Forward and sideward, with and without turns. In jumping from the left foot the turn is made to the left, and in jumping from the right foot the turn is made to the right.

The approach and “take-off” need much practice, after these are accomplished the turn of the body is next in importance.

A common mistake made is trying to jump the maximum height at every practice; keep the cross bar or rope at a height that you are sure of clearing and perfect your form.

**Standing Hop, Step and Jump.**—For this, toe the mark with one foot, raising the other leg backward. Make a forcible hop forward—i. e., the contestant must land on the same foot which toed the mark; then make a step jump—i. e., landing on the other foot, and finally make a forcible jump, landing on both feet. Measure from the scratch line to the heel of the foot nearest the starting



point; or, if the performer falls or steps back, measure to the point nearest the take-off, no matter which part of the body touches the ground. A hop in place or "beat" at the start is a foul.

**Running Hop, Step and Jump.**—For the running hop, step and jump the same rules apply. A long run is necessary for this, starting slowly and increasing the speed gradually, so that the last part of the run is made with the greatest speed possible. A forcible take-off will result in a long hop. This is most essential to secure a good record. While a long run is of importance it should not cover too great a distance, as this may interfere with the result of the jump. The full energy of the contestant must be reserved for the jump itself. (See Running Broad Jump.)

Three judges shall officiate at all forms of jumping, one of whom also acts as scorer to record the results.

**3. BALL CONTESTS.**—In all the ball contests the officials shall consist of three judges, one of whom shall also act as scorer.



Two views of the Basketball Far-throw.



(1) **Basketball Far-Throw.**—The ball shall be from 18 to 21 ounces in weight. It is thrown from a stand in the side-stride position with the toes at the line. The throw is from over the head. Swinging the arms with a bending of the trunk is an advantage. The toes or heels may be raised, but a hop or jump is not permitted. Touching the ground in front of the line or stepping over it before the throw is measured constitutes a foul. Three tries are given each contestant, of which the best one counts.

The ball must land within a lane 10 feet wide. Beginning 20 feet from the line the lane is divided in spaces of 1 foot each by lines running parallel to the scratch line and at right angles to the outside lines of the lane. Whole feet only are counted.

(2) **Hurl Ball.**—The hurl ball shall be 24 or 25 inches in circumference. A handle attached to it must not allow the knuckles of the hand to be more than  $1\frac{1}{2}$  inches from the ball. The weight of the ball shall be from 2 to  $2\frac{1}{4}$  pounds.

The throw is made with one hand. A swing of the arm and a run are permitted, but if the line is crossed the throw is a foul.

(3) **Goal Throwing.**—The basket, which is 10 feet from the ground is the same as in basketball. The object is to throw a basketball into the basket from a distance of 15 feet for seniors and 12 feet for juniors. Teams may consist of any number agreed upon.

Five trials shall be allowed each competitor. A goal counts one point, which is recorded. The number of points made by the team constitutes its record.

(4) **Basket Bound-Ball.**—A basket (ordinary waste basket or box) is placed on the ground at about a distance of 25 feet for seniors and 18 feet for juniors, from the scratch line. The ball is thrown with one or two hands so that it bounces once. If, after this bounce, the ball falls into the basket one point is scored. Five throws shall be allowed each person on the teams.

#### (4) EXERCISES OF LOCALIZED STRENGTH.—

For these events three judges shall officiate, one of whom shall also act as scorer.

The exercises of strength here suggested are: (a) chin-ning, (b) the dip in the leaning rest frontways and rope-climbing.

(1) **Chinning.**—Schools may provide a strong curtain pole, as a horizontal bar about 1 to 1¼ inches thick, placed in a door frame. Boys “muscle-up”—i. e., pull until the chin is over the bar, then the arms are straightened to their full length by allowing the body to go down slowly. Touching the floor with the feet in going down is not permitted. Each pull-up shall count one point.

This event is here inserted, as it enters into the efficiency tests as conducted in Philadelphia, and also because it is an excellent exercise for developing the muscles of the arms and shoulders.

(2) **Dip in the Leaning Rest.**—The hands and toes are on the floor with the knees and the body straight, so that the line from the head to the heels is a straight one.

The arms are now bent so that the body almost touches the ground or floor, and then straightened again. For each dip followed by a straightening the pupil scores one point.

(3) **Rope-Climbing.**—The rope should be 1¼ inches in thickness and fastened securely at the top.

The climbing may be for speed or distance. Juniors should climb with hands and legs, while seniors should practice simply hand climbing. Climbing for speed requires timers. When climbing for height the end of a tape-line is fastened to the foot of the pupil; if, however, the pupil starts from sitting down the tape is fastened to his hip.

**(5) EXERCISES OF SKILL—Throwing the Javelin.**  
—This is an exercise derived from the Greek spear-throwing.

**(a) Throwing the Javelin.**—This is an exercise derived from the Greek spear-throwing.

A pole, 8 feet long and 1 inch thick is used, and is aimed and thrown at a mark or target. An iron ring may be fastened around each end of the pole to prevent splitting.

The pupil grasps the javelin slightly behind its center and stands at a specified distance from the target in the cross-stride position, left foot forward, right arm bent. Then the right knee is well bent, while the right arm is straightened backward and the left arm is raised forward, both arms being in a horizontal position, with a turn of the trunk to the right, while aiming. After the aim is secured the throw is made by a quick and forcible straight forward move of the right arm, a straightening of the right knee and bending of the left knee.

The target is marked with numbers.

Three throws shall be allowed each competitor, and the result of each shall be recorded. Three judges are needed for this event.

**(2) Obstacle Race.**—This event is most interesting, both for participants and spectators. How many obstacles and what kind of obstacles are questions that can only be answered after conditions are considered.

Obstacles may be jumped over, climbed over or under, crawled through and under, or even vaulted over. The following obstacle race of 100 yards will be found very interesting: Run 10 yards, hurdle over 30-inch hurdle, run 15 yards, crawl under a bar 1 foot from the ground, run 20 yards, climb over an 8-foot rail fence, run 20 yards, crawl under a blanket and run the balance of the distance.

Other obstacles may be barrels, benches, fences, nets, tables, ladders, or any obstacle to run around, under, over or crawl through. Turning somersaults, or hand-springs, crawling on all fours, hopping, jumping in sacks, running backward or rolling over may be added as desired.

Training for endurance is most necessary in this event, as it requires considerable strength and energy. Hopping, skipping and rope jumping are good exercises in training for obstacle races. Study the obstacle and the best way of overcoming it.

**(3) Potato Races for Teams.**—The potato race usually is conducted as an event for single competitors. With very little trouble it can be arranged to accommodate considerably more persons, thereby making it possible for an entire class to run in a short time. Wooden blocks can be used instead of potatoes, and a circle drawn in chalk on the floor can take the place of baskets or other receptacles. In this case the only articles necessary to conduct the event are about two dozen blocks. In case these cannot be had, handkerchiefs, pieces of coal, etc., can be used.

**Relay Potato Race.**—Eight (or any number) on a team; the first runner plants or places the potatoes, and the next one picks or gathers them. The potatoes (four or six) are placed on marks 4 to 10 feet apart, the first one being at least 10 feet from the basket in which the potatoes are to be placed. About 15 feet behind the place where the potatoes are to be placed a line is drawn. It is from this line that all runners start and finish. After having had their run they take a place in the rear of the line. The first runner races to the basket and (taking one at a time) runs and places the potatoes on their marks. The first potato must be on its place before a second one can be gotten and placed. This is done until all the potatoes are planted. The first one then runs back and tags the next runner, who must not cross the starting line until he is tagged. He runs and picks up the potatoes in exactly the same manner, placing them in a basket on the scratch line. The first potato must be in the basket before the next can be gotten. When this runner has them all picked he touches the next one on his team, and so on until every one on the team has had a turn (either to plant or to pick). In this way any number can be on a team. A variation is to have either cigar boxes or small tin buckets to put the potatoes in,

making each runner carry the box or pail with him to the next runner. Another variation is to have a handkerchief, which must be tied around the neck of the runner before the first potato is touched, and this must be handed to the next runner to be tied around his neck before he is allowed to run.

**(4) The Grace Hoop.**—Grace Hoops are made of rattan,  $\frac{3}{8}$  inches thick. The diameter of the hoop is 18 inches. The ends are fastened together by thin copper wire. To throw (or catch) the hoop, a stick from 15 to 18 inches long is used. Sometimes this stick has a cross bar 6 inches long, which is fastened 5 inches from the end of the stick.

In throwing, the hoop is held horizontally in the left hand, the stick is placed into the hoop from below. The trunk is then turned left, provided the stick is held in the right hand, while the arms are moved well back, and then, the arms being quickly moved forward, the left hand releases the hoop, which is hurled forward and upward with a forcible straightening of the right arm and a movement of the body in the direction of the throw. The feet remain on the ground.

The distance of the throw is measured from the tip of the right foot, which is in front of the left, to the place on the ground nearest the thrower where the hoop fell.

This form of grace hoop far-throw may be used as a competitive event for girls at school meets or field days. Teams of any number agreed upon may compete with each other.

Games of throwing and catching the hoop may be arranged in various ways. It is sufficient to mention the following:

(1) The class is lined up in a circle or in an oval. Every player is furnished with a stick. A player flings the hoop in the manner above described to another player, whose object it is to catch the hoop with his stick. This player in turn again flings the hoop to a third player, etc. The throw may be made to any one of the players. It is most interesting to use two, three or more hoops.



This is a very good game on hot and sultry days, and will appeal even to adults for recreation and pastime.

Two or more teams may play at the same time.

If two teams play they line up in two ranks which stand opposite each other, so that every other one of each rank belongs to the same team.

For example, team X is playing against team Y, the line-up is thus:

X	Y	X	Y	X	Y	X	Y
X	Y	X	Y	X	Y	X	Y

The players standing opposite each other belong to the same team and throw the hoop to one another. The one opposite tries to catch the hoop on his stick. Every catch counts a point. It should be agreed to before the game begins how many points shall constitute a game.

(6) **GAMES.**—The value of competitive games cannot be overestimated. Were games played for their physiological effect only we would be highly recompensed for our time and effort. But the moral value of play is of vastly greater importance. True pleasure, combined with skillful judgment, discretion and discernment, coupled with strength of will, resoluteness and courageous action are qualities brought out by competing with opponents. Members of a team forget selfish motives as they learn to work for a common end. Obedience to the rules of the game may be made the keystone for future good citizenship.

Games, out of doors whenever possible, should be played daily. Pupils never tire of play. Thoughtful, progressive teachers encourage the playing of games in the school-yards even after school hours. The following list of ball games may be selected from, the rules of each game being printed separately: Dodge ball, end ball, corner ball, captain ball, center ball, battle ball, basketball,\* goal ball, soccer and various forms of baseball.

\*Basket-ball is the most strenuous of games, and should not be played by grammar school boys and girls except under modified rules.



## PART IV. APPENDIX.

(1) **EXHIBITION WORK.**—Although competition is the main feature of the work in field-days, of school-meets, etc., an exhibition of special forms of gymnastics adds to the completeness of the meet.

For exhibition work simple exercises, well shown, well co-ordinated and interesting, should be selected. They should neither be too difficult nor require too much time for drilling. The aim should be toward perfect execution, with special emphasis upon accuracy and skill, progression and difficulty, rhythm and harmony. These factors will secure the interest of the pupil and the approval of the spectators more surely than will difficult, disconnected and poorly executed movements.

(1) **Free Exercises or Calisthenics.**—Where free exercises are selected they should be arranged in groups. Two or three groups are sufficient. Each group should consist of a number of exercises of a certain number of counts, usually eight or sixteen.

If an exhibition number is to be accompanied by music, the music must first be selected, and then the exercises are chosen to conform to the different parts of the accompanying music and also to the number of bars in each part. The same holds true of dumbbell drills, wand drills, etc.

(2) **Marching (Tactics).**—Exhibition marching may consist of simple or fancy marches.

Wheeling; facing; marching forward, backward or side-ward; marking time; transforming the rank; taking distance and again closing the order, etc., may be alternated.

Fancy marches may be selected, so that the files or lines march at right angles, acute or obtuse angles, or in curved lines.

Singing often adds to the attractiveness of fancy marching.

(3) **Fancy Steps—Dancing.**—Dancing steps after being well learned may be arranged in series to form a group

constituting a roundel or dance. An appropriate piece of music is first selected. The steps composing the roundel or dance are then arranged to conform to the music.\*

(4) **Exhibition Games.**—A school may give an exhibition of games, such as: Dodge ball, captain ball, bat ball, battle ball, basketball, prisoners' base, etc. The school furnishes its own material and makes all arrangements necessary for the event.

(2) **SUGGESTIONS.**—See also the introduction—Suggestions concerning a program for field-days, whether school meets or inter-school meets.

School meets may consist of class meets, pupils of the same grades competing with each other. Teams of a specified number of boys or girls of one room competing with a team or teams from other rooms. One room may also have a meet by selecting two captains and letting them choose their teams from the pupils, one team being the "Reds," the other the "Blues." It will be understood from this that the contest is then for class or room honors.

If the contest is between two or more schools the members of the teams may belong to different classes. The honors then become school honors. Individual contest and honors among young school children are discouraged for pedagogical reasons.

### **SUGGESTED PROGRAM NO. 1.**

**4 P. M.**

#### **(1) Mass Drill of the Competing Grades.**

<b>Boys</b>		<b>Girls</b>	
(2)	(a) Standing broad jump.	(2)	(a) Standing broad jump.
	(b) Basketball far-throw.		(b) Basketball far-throw.
	(c) Race—75- or 100-yard dash.		(c) Race—50- or 60-yard dash.
(3)	Dodge ball.	(3)	Captain ball.

\*For examples see the different hand-books of lessons in physical training for the Philadelphia public schools, by Wm. A. Stecher; also the files of the *Mind and Body*.

**(4) Mass Drill of the Other Grades.**

**(5) Announcing of Winning Teams.**—All pupils of the participating classes must be held to take part in the mass drill. No. 2 constitutes a group of events, the results of which are added to get the record of the team. The events may also be taken separately, and then different teams may compete in each event.

**SUGGESTED PROGRAM NO. 2.**

**4 P. M.**

**(1) Mass Drill of One or More Grades.**

Boys	Girls
(2) (a) Standing hop, step and jump.	(2) (a) Running broad jump.
(b) Hurl ball.	(b) Grace hoop far-throw.
(c) Relay race.	(c) Standing high jump.
(3) Battle ball.	(3) Dodge ball.

**(4) Mass Drill of the Other Grades.**

**(5) Announcing the Results of Contests.**—It may be suggested that it is well to begin and to close the field day with an appropriate song.

**(3) SWIMMING.**—It has been said that every person can swim. It is simply a matter of confidence. People have been drowned from lack of courage. Others have saved themselves by paddling away as best they could.

Boys go out bathing and paddle in the water, learning to swim of their own accord. The best stroke for endurance is the so-called breast stroke. This may be learned by first practicing on the land the movements required. These may be found in the "Handbook of Lessons in Physical Training for the Philadelphia Public Schools," Fourth Grades, Lessons 9 and 10, and other similar handbooks.

Free swimming instruction is given every summer by the Board of Education of Philadelphia.

(4) **TRAMPING.**—Over the fields, through valleys, along brooks, creeks and rivers; over hills and through woods, breathing the purest of air, the wanderer is benefited physically and mentally. Walking is not only healthful, but it is also instructive, and affords one of the best means of recreation. An afternoon's outing in the company of friends is most delightful.

Tramping trips may be a source of education in geography, history and nature study.

Teachers or pupils of the higher grades should map out trips to points of special interest, or along routes of particular natural or artificial beauty.

During vacation, parties of school children under proper leaders or in the company of adults, may be formed to make more extended tours. During the school term, Saturday afternoon walks may be arranged, after the type of the Wanderlust trips in Philadelphia. When taking trips lasting all day, or two or more days, part of the distance should be covered by trolley cars or other conveyances. Care must then be taken not to walk too far on the first day, as the muscles and joints will become stiff and painful. Old shoes, fitting comfortably, and loosely fitting garments should be worn. A knapsack with the walker's necessities will complete the details of the arrangements.

It has been demonstrated that such excursions are inexpensive. (See "A Seven-Days' Tramp Through Northeastern Pennsylvania," by Wm. A. Stecher, in "Mind and Body," January, 1911, Pedagogical Library.)

In Europe the movement to encourage tramping or wandering has led to the organization of societies for this purpose, and an attempt is now being made in Germany to have school boards make regular excursions compulsory. The outlook here in America, at present, for the development of this same kind of activity is most promising. Those who have taken part in trips become enthusiastic strollers and help "call the young out into the beautiful nature, where they can strengthen their bodies, quicken their senses and enrich their minds. In company with con-

genial, energetic wanderers, to the sound of joyful songs, they shall make pilgrimages through the fields, meadows, woods and valleys and over hills."

(5) **CAMPING.**—Camping during vacation has of recent years become quite popular. It is one of the best ways to spend part of the vacation days.

In contemplating the establishment of a camp, one of the most important steps is the selection of a suitable place. High and dry land, on the banks of a river or lake, surrounded by plenty of shade trees should be selected.

Tents, floored if possible, will afford abundant shelter in inclement weather and serve as a place in which to sleep. One tent should be reserved for cooking and another as a dining tent.

The day may be spent in various ways: Strolling through the woods, scouting around the neighborhood, playing games, telling stories, singing, fishing, bathing and rowing, field sports, marching and drilling.

(See "Mind and Body," April and May, 1912, on "Boys' and Girls' Camps," Pedagogical Library.)





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